Perkins Core Performance Measures
Results and Targets
2005-2006

Virginia's
Community Colleges
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VIRGINIA COMMUNITY COLLEGE SYSTEM
PERFORMANCE ON PERKINS CORE PERFORMANCE STANDARDS AND MEASURES FOR 2005-2006

OVERVIEW

Each year, the Virginia Community College System (VCCS) is required to report performance on seven federally-established Perkins measures and is expected to meet established targets. These measures focus on skills attainment, graduation, placement (employment or further study), retention in enrollment, and nontraditional gender representation. The Perkins program annually provides over $3.4 million to community colleges in Virginia to develop and/or enhance certificate- or degree-bearing occupational and technical programs.

For the 2005-2006 year, the VCCS met or exceeded five of the seven Perkins performance targets. The table below provides data on the VCCS actual performance on the seven performance measures compared to the VCCS target.

VCCS PERFORMANCE ON PERKINS PERFORMANCE MEASURES FOR 2005-2006 SCHOOL YEAR			
Performance Measure	**VCCS Actual**	**VCCS Target**	**Target Met**
Academic Skills Attainment (1P1)	77.99	74.99	√
Technical Skills Attainment (1P2)	86.84	86.33	√
Graduation (2P1)	16.89	17.86	
Employment/Further Study (3P1)	75.07	70.20	√
Retention in Employment (3P2)	94.08	90.45	√
Nontraditional Gender Representation in Enrollment (4P1)	20.32	19.86	√
Nontraditional Gender Representation in Graduates (4P2)	21.89	27.00	

Individual performance across the 23 community colleges varied. Two colleges met all of the performance targets. Ten colleges met all but one or two targets and the remaining did not meet three or more targets.

With the reauthorization of Perkins in 2006, USED has proposed new definitions and revised measures. VCCS is in the process of reviewing the current measures and adapting them to the new guidelines. The new measures and guidelines will be completed and submitted in the five-year plan due in 2008.

The following pages provide a background on the Perkins program and performance measures, VCCS performance on Perkins measures over time, college performance on the measures for this year, and the future of Perkins performance measures.

PERKINS CORE INDICATORS AND RELATED PERFORMANCE MEASURES

Core Indicator	Measure(s)
Student Attainment	1. Academic skill attainment 2. Vocational skill attainment
Completion	3. Graduation
Placement	4. Employment or further study 5. Retention in employment
Gender Equity	6. Gender representation in enrollments 7. Gender representation in graduates

VCCS PERFORMANCE ON PERKINS MEASURES

Each state negotiates target levels of performance with the USED. These targets are incorporated into each state's annual Perkins plan. The following section provides a depiction of VCCS performance on each of the measures over the last six years.

1P1 Academic Skills Attainment

For the last four years, VCCS has exceeded the academic skills attainment measure (see graph below). Colleges have continually concentrated funding and efforts to improve skills attainment through initiatives, such as enhancement of curriculum, on-line instructional services, and the provision of tutoring.
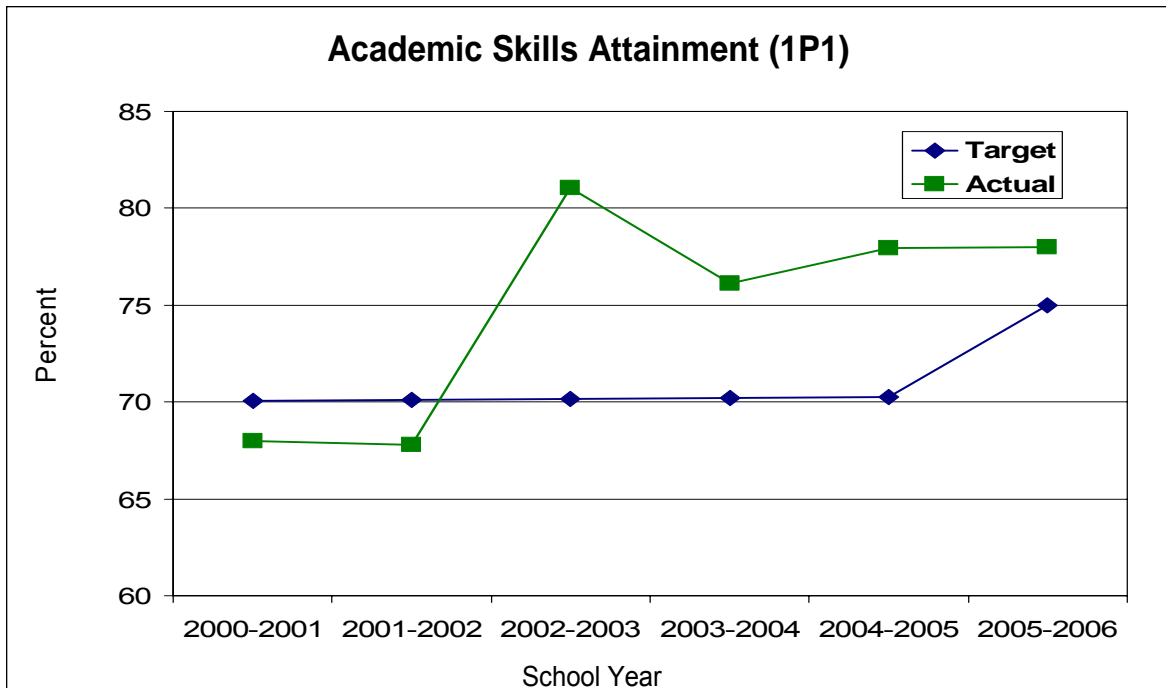
1P2 Technical Skills Attainment

Similar to the academic skills attainment, VCCS has exceeded targets for this measure over the last four years (see graph below). Colleges have continually concentrated funding and efforts to improve skills attainment through initiatives, such as enhancement of curriculum, upgrading of computers, and certification of programs and faculty.

Technical Skills Attainment (1P2)
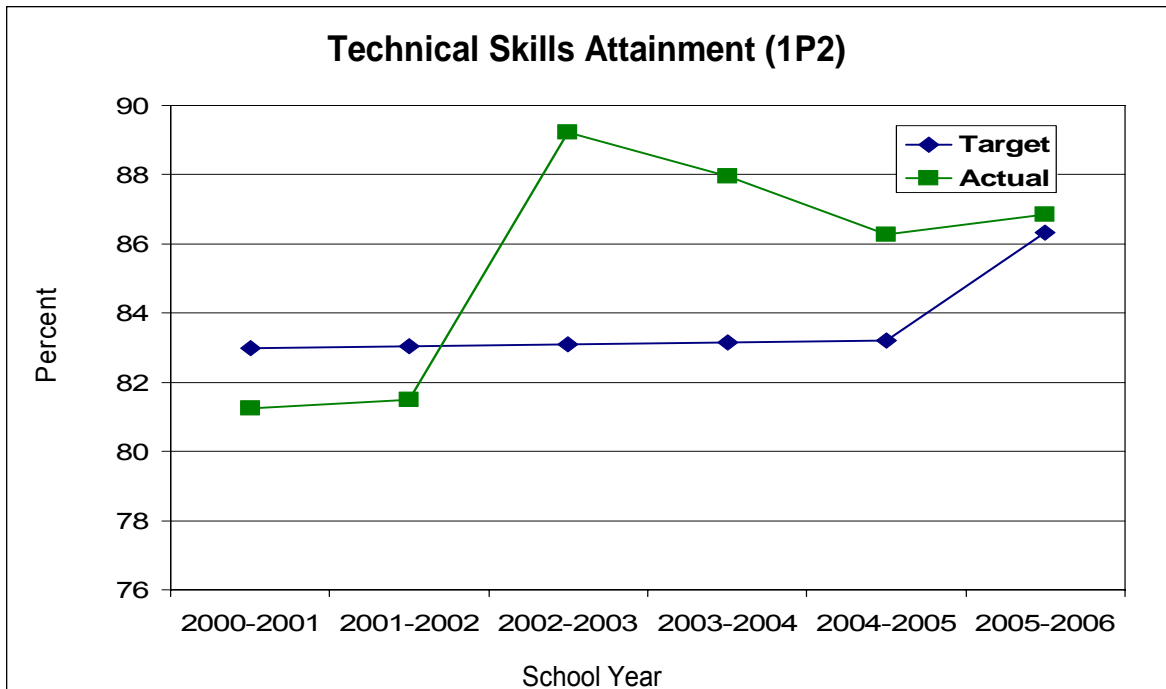
2P1 Graduation Rate

For the 2005-2006 year, VCCS missed the graduation target (see graph below) by approximately one percent. Based on the current definition of first-time, full-time students completing within three years, this one percent difference equates to approximately 33 students. Colleges provide services to improve the graduation rate through the development of articulation agreements with universities to encourage students to complete and transfer to four year education, the implementation of distance education courses to provide easier access to courses, and the development of learning communities for students with similar interests, demographics, etc. to provide individuals with a support network.

VCCS continues to seek new practices to improve the graduation rate of all community college students. In FY 2004, VCCS adopted nine strategies to improve performance by 2009 (referred to as Dateline 2009). One goal includes ranking the VCCS in the top 10 percent of community colleges based on graduation data by 2009. Since the adoption of these strategies, colleges are required to report on how they will work to improve their graduation rate to contribute to this goal. In addition, college presidents are evaluated on their performance for meeting these goals.
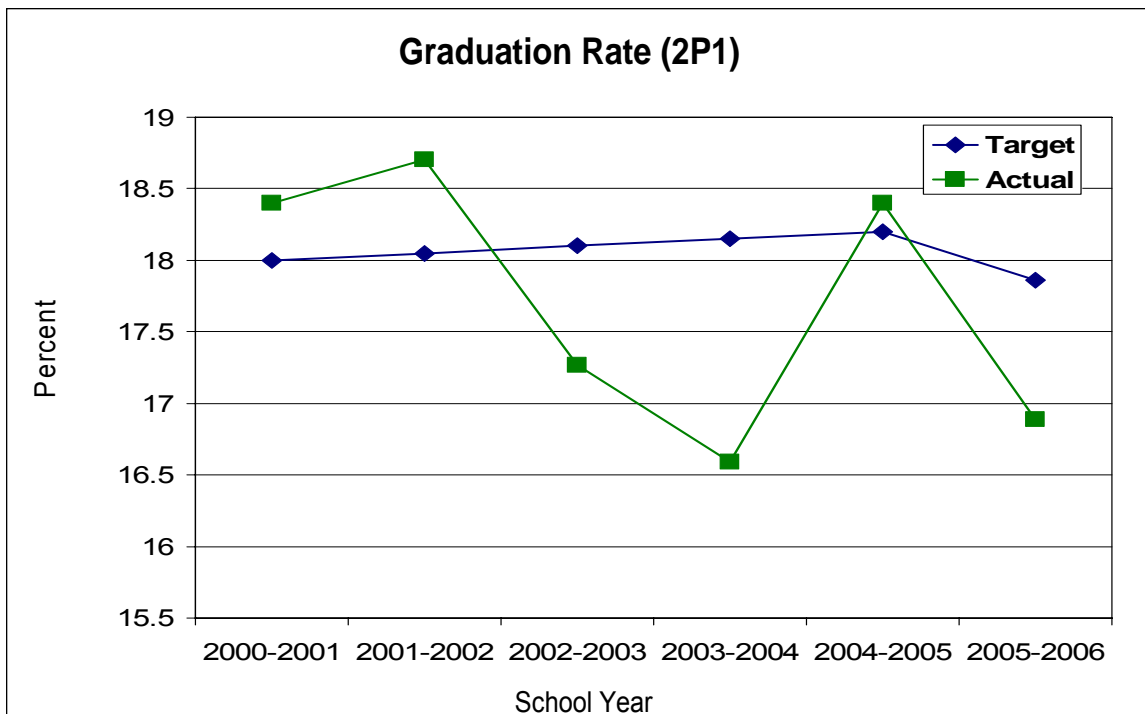
3P1 Placement, Employment and Further Study

Over the last four years, VCCS placement rates have steadily increased (see graph below). VCCS met this target for the second time since the development of the measure. Colleges provide services to improve the placement measure through the development of career resources and career coaching, the purchase of job placement software, and provision of employability skills training.

One factor that may have contributed to the recent increase in the placement rate is the growth in Virginia's economy over the last few years. Virginia's low unemployment rates increase the likelihood of community college students finding employment upon graduation.

Placement in Employment or Further Study (3P1)
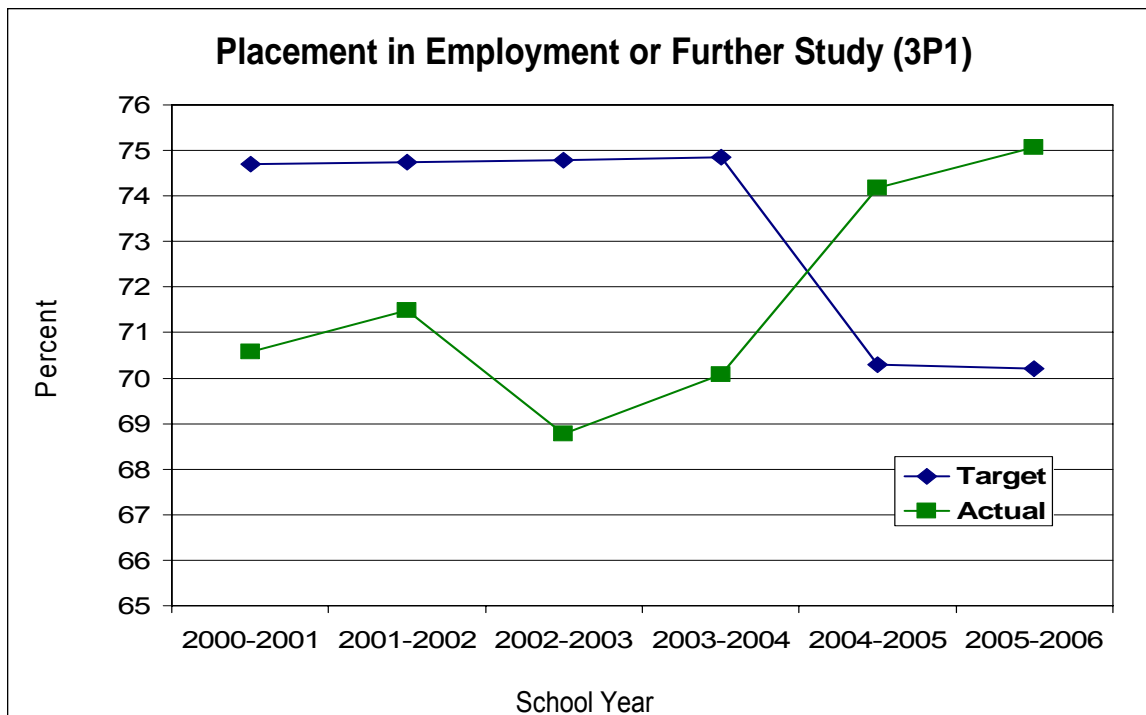
3P2 Retention in Employment

VCCS exceeded the retention in employment target for the fifth year in a row (see graph below). Colleges focus on maintaining this measure through similar activities as described in the placement measure (3P1), such as the development of career resources and career coaching, the implementation of job placement software, and the provision of employability skills training.


Retention in Employment (3P2)
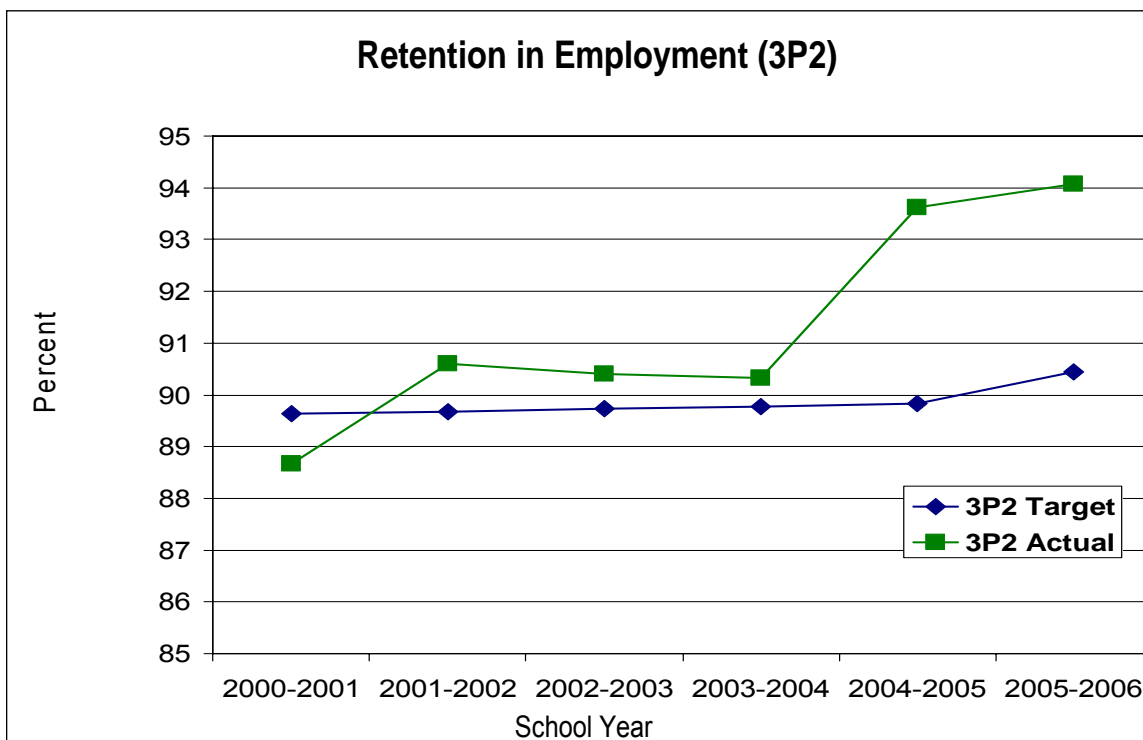
4P1 Nontraditional Gender Representation in Enrollment

VCCS met the target level for the 2005-2006 year for representation of minority gender students in nontraditional programs (see graph below). Examples of nontraditional programs include: information technology, which is traditionally dominated by males; and nursing programs, which are traditionally dominated by women. Colleges work to improve this measure through the development of learning communities to provide a support network for gender minorities in these programs, the publishing of gender and minority balanced marketing materials to demonstrate that all individuals have access to programs, and through career coaching to encourage students to pursue their interests regardless of whether it is a nontraditional career for their gender.
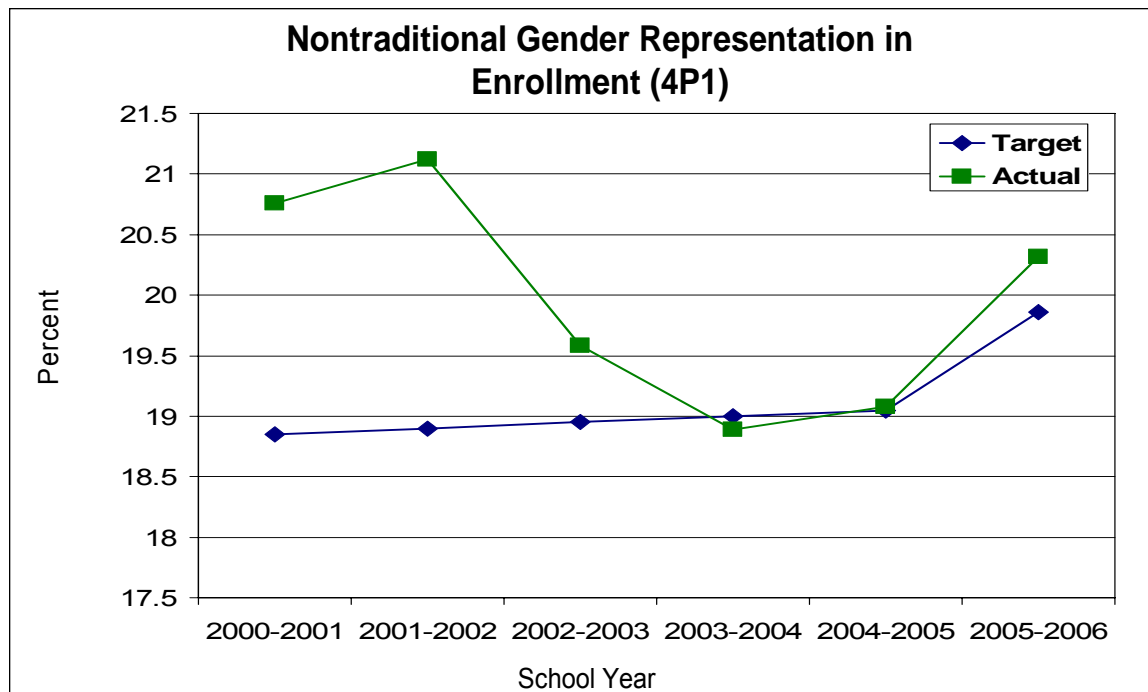
4P2 Nontraditional Gender Representation in Graduates

VCCS did not meet the nontraditional gender representation in graduates measure as in prior years (see graph below). The rate has decreased over the last four years. VCCS is in the process of reviewing potential factors that may influence the steady decline. Similar to the nontraditional representation in enrollment measure, colleges work to improve this measure through the development of learning communities, the publishing of gender and minority balanced marketing materials, and career coaching.

Nontraditional Gender Representation in Graduates (4P2)
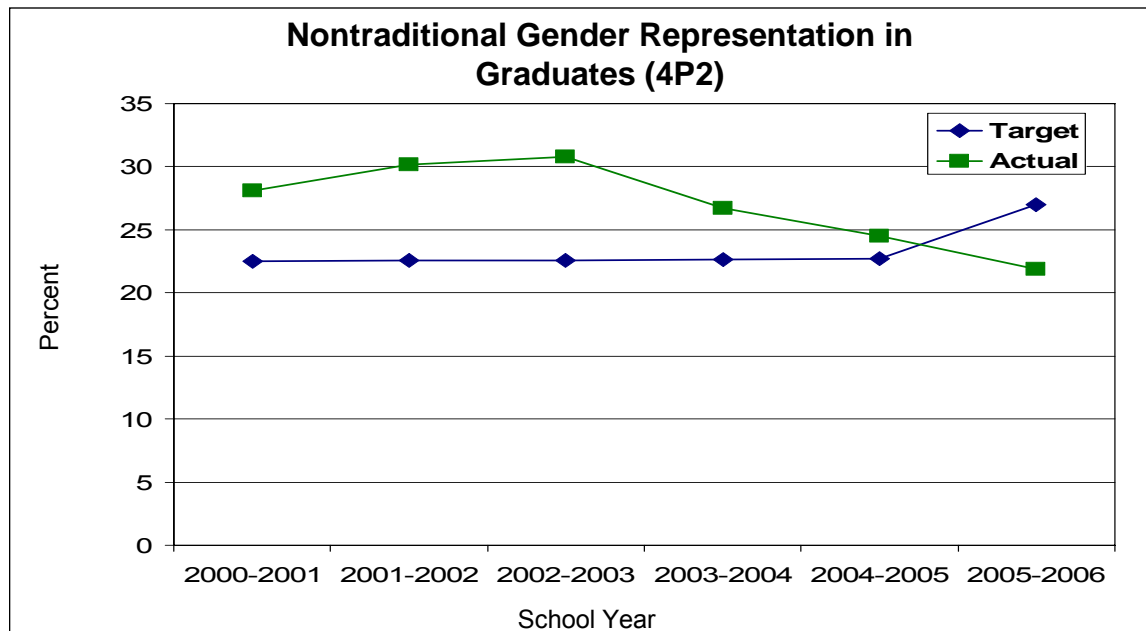
COMMUNITY COLLEGE PERFORMANCE

Individual college performance on the Perkins measures varied in 2005-2006. The following table provides data on performance for the 23 community colleges. Two colleges met all performance targets for 2005-2006. Ten met all but one or two targets. The remaining colleges did not meet three or more targets. The measures that were not met concentrated primarily on the graduation and nontraditional representation measures.

Each year, colleges that do not meet the state's target level are required to develop a plan for improvement of the measure. In FY 2006, VCCS began to require colleges to allocate a portion of their Perkins funds towards the measure.

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		INDIVIDUAL PERFORMANCE FOR VCCS COMMUNITY COLLEGES 2005-2006						
	1P1 Academic Skills	1P2 Technical Skills	2P1 Graduation Rate	3P1 Employment and Study	3P2 Retention in Employment	4P1 Gender Representation	4P2 Gender Representation Graduates	# Did not meet
Target[1]	**74.99**	**86.33**	**17.86**	**70.2**	**90.45**	**19.86**	**27**	
BRCC	78.38	86.83	23.97	85.89	96.67	15.49	18.75	2
CVCC	83.86	89.97	19.64	86.69	96.96	23.16	27.72	0
DSLCC	78.67	88.4	28.57	81.68	95.28	12.2	15.97	2
DCC	76.69	91.45	27.69	79.35	96.41	10.63	7.84	2
ESCC	74.6	89.94	33.33	85.92	95	14.91	6.67	3
GCC	78.95	86.29	14.29	76.42	96.74	23.63	9.68	3
JSRCC	83.25	84.46	15.96	82.27	96.51	17.39	15.59	4
JTCC	82.95	91.8	15.19	86.58	97.2	14.14	18.6	3
LFCC	85.47	89.28	27.59	78.06	88.98	20.55	18.14	2
MECC	75.17	87.64	20.38	63.08	91.23	16.98	16.03	3
NRCC	73.95	86.9	18.24	82.69	94.81	15.47	14.47	3
NVCC	74.46	81.54	6.4	66.91	93.37	29.62	27.22	4
PHCC	79.37	90.22	26.06	76.98	91.19	28.11	33.33	0
PDCCC	75.68	88.29	10.81	80	92.19	21.33	25.4	2
PVCC	78.47	88.67	25.81	82.14	97.76	25.45	24.24	1
RCC	84.9	84.16	16.28	83.33	97.87	16.89	23.46	4
SVCC	78.19	87.65	25	74.94	91.02	13.1	45.36	1
SWCC	80.85	89.77	25.15	62.26	91.15	21.96	26.16	2
TNCC	75.08	87.5	8.75	65.78	92.58	20.09	32.67	2
TCC	76.48	88.5	5.52	72.88	92.32	20.23	16.99	2
VHCC	79.34	88.17	21.7	64.92	90	19.02	23.57	4
VWCC	72.75	87.91	18.92	82.91	96.1	23.2	24.46	2
WCC	80	91.58	32.69	76.15	96.91	13.55	6.33	2
VCCS	**77.99**	**86.84**	**16.89**	**75.07**	**94.08**	**20.32**	**21.89**	**2**

[1]Community College Key:

- BRCC – Blue Ridge Community College
- CVCC – Central Virginia Community College
- DSLCC – Dabney S. Lancaster Community College
- DCC – Danville Community College
- ESCC – Eastern Shore Community College
- GCC – Germanna Community College
- JSR – J. Sargeant Reynolds Community College
- JTCC – John Tyler Community College
- LFCC – Lord Fairfax Community College
- MECC – Mountain Empire Community College
- NRCC – New River Community College
- NVCC – Northern Virginia Community College

- PHCC – Patrick Henry Community College
- PDCCC – Paul D. Camp Community College
- PVCC – Piedmont Community College
- RCC – Rappahannock Community College
- SVCC – Southside Virginia Community College
- SWCC – Southwest Virginia Community College
- TNCC – Thomas Nelson Community College
- TCC – Tidewater Community College
- VHCC – Virginia Highlands Community College
- VWCC – Virginia Western Community College
- WCC – Wytheville Community College
- VCCS – Virginia Community College System

Shading represents areas in which targets were not met.